# Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT DAVINCI ACADEMY January 11, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in DaVinci Academy on December 5-6, 2006, included student record reviews, interviews with school administrators, teachers, students, and parents, and classroom observations. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from DaVinci.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

# **Areas of Strength**

The validation team found the following:

## **General Supervision**

- School climate is friendly and orderly, with student projects displayed in hallways, commons area, and classrooms.
- CRT scores demonstrate a strong upward trend line.
- Special education teacher attend state trainings and acquires knowledge in the area of special education.
- Students in the student focus group stated that they receive additional help from special education.
- DaVinci requested additional assistance from the USOE-SES in November, 2006 and willingly accepts feedback from consultants.
- Parents and students felt that students at DaVinci Academy support each other academically and socially.
- Students with disabilities have full access to the general education curriculum.
- Parents report that the school is positive and welcoming to their students.
- Special education files are maintained in a locked cabinet wit a posted Access Authorization list.

#### **Parent Involvement**

- Special education services are provided during general education classes so that the student with disabilities has the benefit of both.
- Parents report that the social structure of the school benefits students with disabilities by keeping them in school.

# Free Appropriate Public Education in the Least Restrictive Environment

- DaVinci Academy has low suspension/expulsion rates.
- Accommodations are clearly listed on student IEPs.
- Students are invited to attend IEP meetings and sign IEPs.
- Special education teachers and general education teachers collaborate about student needs in general education classrooms.
- DaVinci Academy utilizes co-teaching and inclusive practices to support students with disabilities.

#### **Transitions**

• Transition plans are in place in some of the files.

### **Disproportionality**

• DaVinci Academy reported 0 suspensions/expulsions for more than 10 days during the 2004-2005 school year.

• DaVinci Academy reported 0 suspensions/expulsions for more than 10 days during the 2005-2006 school year.

### **Areas of Systemic Noncompliance\***

- ✓ Confidentiality No record of access included in files.
- ✔ Prereferral interventions were not implemented before referral.
- ✓ Initial evaluations not completed within 60 days.
- ✓ Reevaluations not completed within 3 year timeline.
- ✓ IEPs not revised within 1 year timeline.
- ✓ Student was not assessed in all areas related to suspected disability, Eligibility was not determined, and evaluation procedures were not followed for students determined eligible as ED.
- ✓ Records did not contain all required information for a student to be determined eligible.
- ✓ Special education program did not implement IEPs as written.
- ✓ Caseloads of students with IEPs for special education teacher over Utah caseload limits.
- ✓ 1 special education teacher at DaVinci Academy without license, certification or letter of authorization in special education
- ✓ LRBI Committee not in place with required members.
- ✓ Consent for initial evaluations missing.
- ✔ Prior Written Notice for initial evaluation not documented.
- ✔ Procedural Safeguards to parents not documented.
- ✔ Copies to Parents of Evaluation Consent form not documented.
- ✓ Notice of Meeting for Eligibility Determination, IEP, and Placement review not documented.
- ✓ Team membership for eligibility and IEP meetings did not document the participation of all required team members.
- ✓ IEPs not current, present level of Academic Achievement and Functional Performance (PLAAFP) statements did not document baseline data and IEPs do not contain all requirements as per UT Special Education Rules and IDEA 2004.
- ✓ Transition plans not included in IEPs, nor were Transition plans complete or meet IDEA 2004 requirements.
- ✓ Age of Majority notification not provided to parents and students before the student reaches 17 years of age.

<sup>\*</sup>These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.